**All About Books**

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3rd grade Language Arts

TCAP review

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**Instructional Objective:**

**TLW** understand the difference between fiction and nonfiction, and know all the parts of a book **by** recognizing fiction and nonfiction books, and using resource materials to find information.

**Standards Addressed:**

* **TLW** recognize the parts of a book.
  + TN English Standard SPI 0301.6.5 Recognize the parts of a book (e.g., glossary, table of contents.
* **TLW** know the difference between fiction and nonfiction.
  + TN English Standard SPI 0301.6.5 Distinguish between fiction and nonfiction.

**Set (Frame the Learning):**

Today you will learn the difference between fiction and nonfiction books. You will also learn the parts of a book **(what).** You need to learn this because it will help you choose appropriate reference material, and know how to use it **(why).** You will learn the parts of a book and the difference between fiction and nonfiction by viewing a power point presentation, and listening and viewing examples of how to use parts of books. You will participate in a class skit about how to use the parts of a book. You will participate by demonstrating this skill with a partner **(how).** You will know that you can choose a fiction or nonfiction book, and use a book to find the information you need. You will know you have internalized this thought process when you are able to tell a classmate how to use a book to find the information you need.

**Instruction:**

1. **Description of Strategy**

Raise your hand if you know the difference between fiction and nonfiction. Show slide that has a picture of a nonfiction book on it. We can see that this story is about Christmas mice. Does this book look like it contains a story that has happened in real life?

Show the slide with the cover of a nonfiction book, *Reptiles*. Do you think we could use this book to find actual information about reptiles?

Students we are now going to review the parts of a book. Show the title page slide. The title page is similar to the cover of a book. Show the copyright slide. This is where we can find the latest date that the book was published. This can tell us if the information is recent or that it

may be outdated. Show the table of contents slide. This gives us the titles of the chapters or sections in a book. Show the glossary slide. This can help us determine what a word means as we are reading. Show the index slide. If we want to pick up this book and quickly find out if it contains a topic, we can look here and it will tell us which page or pages that contain information on the topic.

1. **Teacher Modeling**

I am going to show you how we can use the parts of a book. I need you to help me. We are going to do a little skit together. I need you to read the words in blue, under student, aloud.

Teacher**:**

Mmmm…I have to write a paragraph about what type of homes people live in in the desert. Oh, this book may tell me what I need to know! (*picking up the book, Homes Around the World*)

I don’t have time to read the whole book. (*looking at the clock*)

Where can I look to find the right section?

Students (All Together):

The table of contents!

Teacher:

Oh, thank you! Simple homes, tropical homes, oh here-desert homes, page 19. *(Read first paragraph and first sentence from second paragraph)*

Adobe bricks, what are those?

Students:

Check the glossary!

Teacher:

(*Turn to glossary and read the definition of adobe bricks)*

Look at all the topics in the index. (*show class the index)*

I wonder if there are hotels in the desert. Oh, I see here I can read about hotels on page 27!

1. **Collaborative Use**

Students, if I were interested in taking ballet lessons, and I wanted information about the shoes I would need to wear, is this a good book? Hold up the book, *Ballet*. This is the content page, I run my finger down until I find the title, Ballet Shoes page 16. I turn to page 16 and read it. Where would I look to see if there is any more information about shoes? I turn to the index and come across, How to Point your Shoes on page 25. I turn to page 25 and read. When you are reading a book do you ever come across words that you don’t know the meaning of? Where can you turn to find the meaning? Some fiction books have glossaries too!

1. **Guided Practice with Gradual Release of Teacher Responsibility**

Please take the Language Arts book out of your desk. I want you to find the page that tells you about dialogue. Now I want you to find the definition of the word onomatopoeia. Turn to a partner and share how you found this information.

1. **Independent Use**

I encourage you to take the time to look for nonfiction books on topics that you are interested in the next time you are in the library. I hope you use your table of contents, glossary, and index. Knowing the parts of a book that can help you find the information you need is important because it puts books to work for you.

C**losure (Conclusion):**

I want you to turn to a classmate. I want you both to pretend you are news reporters. You can work for WBIR, WATE, which ever news channel you want. You are preparing for you evening broadcast on what you learned about books today. Practice what you are going to say during your news report with your partner. Now I want you to tell your partner what your favorite fiction book is. I want two people to share what they plan to share on the news this evening.

**Reflection of Candidate:**

N/A